DOCUMENT RESUME

ED 141 633 CE 011 966

TITLE	An Adult Prescriptive Program for Levels of Employment--Career Oriented Education. (Apple Core). Bulletin #1258. An Adult Education Curriculum Guide Based on Instructional Materials Related to the Occupational Needs of Employees. Booklet 2. Employer Survey.
INSTITUTION	Lafayette Parish Vocational Center, La.; Louisiana State Dept. of Education, Baton Rouge. Bureau of Adult and Community Education.
SPONS AGENCY	Bureau of Occupational and Adult Education (DHEW/OE), Washington, D.C. Div. of Adult Education.
BUREAU NO	V0016VA
PUB DATE	Sep 75
GRANT	OEG-0-74-1811
NOTE	43p.; For related documents see CE 011 961-967
EDRS PRICE	MF-$0.83 HC-$2.06 Plus Postage.
DESCRIPTORS	*Adult Basic Education; *Basic Skills; Career Education; Curriculum Guides; Daily Living Skills; *Employer Attitudes; Interpersonal Competence; *Job Skills; *Job Training; Mathematics; Reading Skills; Research Projects; Surveys; Writing Skills
IDENTIFIERS	Louisiana

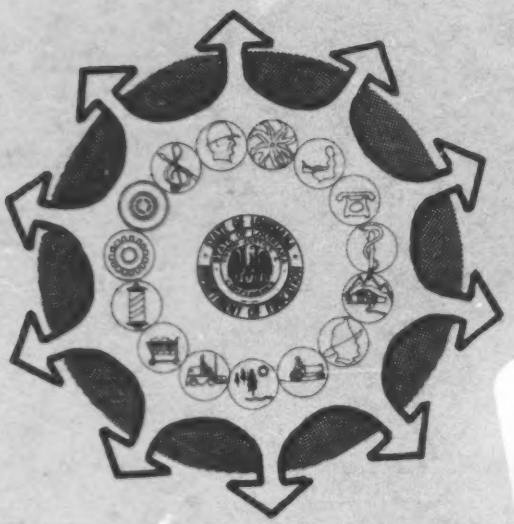
ABSTRACT

This booklet along with six others comprises a curriculum guide developed for adult education supervisors and teachers of undereducated workers or job seekers whose inability to develop the skills and obtain the knowledge necessary to meet the requirements of the working world are primarily due to a lack of competence in reading and math skills. This second booklet is a detailed report of the employers' survey which was done to obtain information concerning specific competencies needed for job success which could be meaningful in developing a comprehensive career-oriented adult education program for illiterate workers. (Booklets 4-7 contain the instructional programs developed in each of the following areas: Manufacturing, municipal government, health services, and construction.) Following an introduction, there is a section on procedure describing the development of the survey form and one covering the data analysis, which includes several tables and figures comparing the responses received from 47 supervisory personnel directly responsible for 1,000 low educational level workers in four categories of employment. The final section identifies important survey results including the following: Basic academic skills were necessary to retain and advance in employment; employers placed more emphasis on basic reading and writing skills than on math skills; and occupational skills were uniformly ranked as being important. The survey form is appended. (EM)

Documents acquired by ERIC include many informal unpublished materials not available from other sources. ERIC makes every effort to obtain the best copy available. Nevertheless, items of marginal reproducibility are often encountered and this affects the quality of the microfiche and hardcopy reproductions ERIC makes available via the ERIC Document Reproduction Service (EDRS). EDRS is not responsible for the quality of the original document. Reproductions supplied by EDRS are the best that can be made from the original.

ED141633

AN ADULT PRESCRIPTIVE PROGRAM FOR LEVELS OF EMPLOYMENT— CAREER ORIENTED EDUCATION (APPLE CORE)



U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL NATIONAL INSTITUTE OF EDUCATION POSITION OR POLICY

An Adult Education Curriculum Guide
based on
Instructional Materials Related to the
Occupational Needs of Employees
(Developed and Prepared by Project Apple Core Staff)

Bulletin #1258

BOOKLET 2
Employer Survey

Funded under the
Adult Education Act of 1966, as amended,
through the Division of Adult Education,
United States Office of Education
Department of Health, Education, and Welfare

Grant Number OEG-0-74-1811
Project Number V0016VA

OE011966

PROJECT APPLE CORE*

EMPLOYER SURVEY

GRANT NUMBER
OEG-0-74-1811

PROJECT NUMBER
VOO 16 VA

LAFAYETTE PARISH VOCATIONAL CENTER
18TH STREET
LAFAYETTE, LOUISIANA 70501

September, 1975

*ADULT PRESCRIPTIVE PROGRAM FOR

LEVELS OF EMPLOYMENT CAREER ORIENTED EDUCATION

TABLE OF CONTENTS

	Page
INTRODUCTION	1
PROCEDURE	6
ANALYSIS OF RESULTS	9
MUNICIPAL SERVICES	9
HEALTH SERVICE	9
PRIVATE INDUSTRY	10
MISCELLANEOUS	10
SUMMARY AND CONCLUSION	23
BIBLIOGRAPHY	26
APPENDIX A	27

INTRODUCTION

The ability to use skills and obtain knowledge necessary to meet the requirements of today's working world are probably the most important determiners of economic success among adults. Many attempts have been made to pinpoint the indicators of this functional competence and many names such as "functional illiteracy," "coping skills," and "job survival skills,"[1] have been used in association with the activities designed to help workers or job seekers attain or improve certain competencies in relation to these tasks. The intent of this study was to obtain information from employers in the Lafayette area concerning these academic, occupational and inter-personal competencies which could be meaningful in developing a comprehensive adult education model for a career oriented training program which could help meet the needs of illiterate workers.

Louisiana's educational problems have traditionally centered around the large number of illiterates in the state. Efforts of Louisiana Adult Educators during the last decade have reduced illiteracy from 21.3% to 13.1%, the highest percentage of illiteracy reduction in the United States for that period.[2] Even with this

---

[1] Job Survival Skills (Chicago, Illinois: Society for Visual Education, 1973), p. 6-8.

[2] 1970 Census of Population, General, Social and Economic Characteristics, Louisiana (Washington, D.C.: U. S. Government Printing Office, 1972), Table 20.

achievement, a Public Affairs Research Analysis finds that:

1. Louisiana had the highest percentage of adults with no schooling in 1970, just as it did in 1960.
2. The proportion of adults in Louisiana who were functional illiterates in 1970, was about the level for the United States in 1940.[3]

Louisiana is ten years behind the average state in measures of educational attainment with a level of functional illiterates of 13.1%. If educational advancements are made at the same pace as the rest of the nation, which is reducing illiteracy at the rate of 3% per ten years, Louisiana will continue to lag ten or more years by 1980.[4]

The educational status of Louisiana is a tremendous handicap to the economic potential of the State. In a 1971 study conducted by the Public Affairs Research Council, it was pointed out that Louisiana's primary deterrent to industrial development is the lack of trained manpower.[5] On the local level the annual Manpower Planning Report for the Lafayette metropolitan area states that inadequate education is one of the major obstacles to obtaining and retaining of suitable and gainful employment.[6] Statistics of Louisiana Adult Education Programs indicate that approximately 26,000 adults, 25 years and older, (51%) in Lafayette

---

[3] Educational Attainment in Louisiana, PAR Analysis No. 188 (Baton Rouge: Public Affairs Research Council, February, 1973).

[4] Digest of Educational Statistics, (Washington, D.C.: U.S. Department of Health, Education, and Welfare, 1960), p. 126.

[5] Industry Rates Louisiana, PAR Council of Louisiana (Baton Rouge, Louisiana: March, 1971), p. 2.

[6] Area Manpower Review (Lafayette, Louisiana: Louisiana Department of Employment Security, September, 1974), p. 9.

Parish, have not completed the requirements for a high school education. Of these, approximately 10,000 have completed less than 5 years of schooling and can probably be considered functionally illiterate.[7] According to officials at the employment services office, about 80% of these illiterates are part of the Lafayette area work force.

Functional competence has been defined in several ways but new development in this area helps shed new light on a clearer, more comprehensive explanation. In Louisiana, "Functional illiteracy has been commonly used to denote a person who has completed fewer than five years of school and has a lack of ability or skills needed to deal with the problem of employment, obtaining adequate shelter, food, clothing and assuming citizenship responsibilities."[8] Extensive research and development by the Adult Performance Level Study at Austin, Texas has revolutionized the concept of functional literacy. The findings of the Adult Performance Level Study have provided information for a general theory of adult functional competency.[9] By applying this theory to the requirements of the world of work, the following correlaries may result:

1. "Functional competency is a construct which is meaningful in only one specific societal construct." This thesis may

---

[7]Marie Meno, Statistics of Louisiana's Adult Education Programs, Bulletin No. 1222 (Baton Rouge: Louisiana State Department of Education, 1973), p. 1.

[8]Louisiana Adult Education Staff Development Project, Training Manual (Lafayette, Louisiana: University of Southwestern Louisiana, 1974), p. 17.

[9]Adult Functional Competency: A Summary (The University of Texas at Austin, March, 1975), p. 2.

be of more significance in the technological states of different careers, for example: A worker who is functionally competent at one job may be totally incompetent in another.

2. "Functional competency does not consist of a single skill or even a set of skills, instead it is best described as the application of a set of skills to a set of general knowledge areas." These skills and knowledge areas applied to employment and advancement opportunities can be compared to the performance requirements of all jobs in various career lattices.
3. "Adult competence is a function of both individual capabilities and societal requirements. Functional competence is a dynamic process rather than a static state." As applied to a career situation, this implies that if job requirements change and the worker does not adapt in some form, then that worker becomes less competent.
4. "Functional competence is directly related to success in adult life." This assumption, taken in an employment context, implies that functional competence is directly related to success on the job.

The final assumption implies that occupationally related concerns should be taken into consideration when developing adult education curricula and has furnished the impetus for the following questions:

1. What are employer perceptions of the levels of academic competency needed by undereducated and underemployed adults to be successful in certain areas of employment?

2. To what extent are job survival skills important to secure and retain a job?
3. To what extent do certain attitude traits affect a worker's ability to retain and advance on the job?
4. How can this information be applied to an adult career education curriculum?

These questions were incorporated into the employer survey to help establish a base of information which has proven to be helpful in development of adult education curricula.

Results of the survey should be examined carefully before other generalizations can be made. The broadness of survey questions and limited samples of employers surveyed allows for some questions about the validity and reliability of the results. Great care has been taken to include the concerns voiced by employers, but concerns of one establishment usually vary greatly from those of another and to administer a survey which could cover all of the concerns would have been impossible. Nevertheless, there is evidence that the information derived from the survey will prove to be useful for the Lafayette area adult education programs and can serve as a basis for other local programs wishing to implement the career education approach.

PROCEDURE

The Lafayette Parish Adult Education Program has been a leader in attempting to reach functional illiterates by initiating career-oriented educational programs. These efforts led to the development of the Adult Career Education Curriculum Guide. After initial introduction of the Guide, and early attempts to incorporate the career approach in Adult Education, it was acknowledged that a comprehensive educational program was needed to infuse career education concepts into adult education classes for workers.

Project "Apple Core," an Act 309 Adult Education Special Project funded in Lafayette Parish in cooperation with the State Department of Education, was designed to attack the critical problem of getting an occupationally related educational program to workers and making it relevant, meaningful and purposeful for both employees and the employers. This employer survey was an important part of the early phases of Project "Apple Core."

During the preliminary evaluation, employers, personnel directors, supervisors, counselors and administrators were contacted at the following agencies: City of Lafayette, Our Lady of Lourdes and Charity Hospitals, International Laborer's Union, University of Southwestern Louisiana, B. F. Trappey & Sons, Vocational Rehabilitation, Louisiana Employment Securities Office, and the Acadiana Mental Health Clinic. As a result of intensive discussions, many concerns related to competency levels were uncovered and the need for an

assessment to determine specific competencies became apparent.

Information was gathered during preliminary interviews concerning areas of needs perceived by employers. This information was compiled and revised to exclude redundant items. The major areas of concern which were discovered centered around the following:

1. Attitudes of workers which attribute to their ability to seek and retain employment, orientation to the job and personal factors which relate to occupational awareness.
2. Job survival skills which help workers improve the ability to retain and advance in his employment, tasks which relate to following instructions and accepting responsibility, and other problems which hinder production.
3. Academic skills which are necessary to perform satisfactorily at various jobs. These were limited to the basic academic areas of reading, writing and arithmetic.

These concerns were incorporated into the employer survey using questions which were designed for limited responses in a format similar to that used in the Survey of Organizations.[10] This was done to eliminate open ended responses and ease the tabulation process.

The survey was administered to plant managers, personnel directors, department heads and other supervisors with direct responsibilities for low level workers. The surveys were completed anonymously in an effort to obtain accurate information, but the forms were kept separate in four categories: health service, municipal

---

[10]James C. Taylor and David G. Bowers, Survey of Organizations (Ann Arbor, Michigan: Malloy Lithographing, Inc., 1972), p. 7-19.

service, private industry and a miscellaneous category.

The survey was composed of questions related to (1) demographic information, (2) attitude traits necessary to seek certain employment, (3) job skills which aid in retention and advancement in employment, and (4) academic skills necessary to perform satisfactorily at various jobs. Appendix A contains a copy of the survey and directions for its use.

Results were tabulated and an item analysis sheet compiled for each employment category involved. Comparisons of each were accomplished with a graphic representation of the four employment categories in relation to each question area.

ANALYSIS OF RESULTS

Forty-seven completed surveys were returned and classified in four categories: 10 in the municipal service group, 9 in health services, 8 from private industry, and 20 in the miscellaneous category. This sample was representative of the various groups selected to participate in the educational program provided by Project "Apple Core," and provided information from immediate supervisors of roughly one thousand low educational level employees.

Demographic statistics yielded the following information for each category:

Municipal Services

This category was comprised of immediate supervisory personnel in charge of employees in the Public Works Department of the City of Lafayette. Their responses showed that more than 50% of employees within each area of responsibility worked at low level jobs. In regard to promotions, the supervisors indicated that only 6 to 15% of present employees are qualified and can expect promotions. They also indicated that less than 5% of the present supervisors were promoted from within. Employees are selected under Civil Service jurisdiction.

Health Service

This category was comprised of department heads in various departments of Our Lady of Lourdes and Charity Hospitals. More than

50% of employees in these departments were low level employees. Statistics revealed that 16 to 25% of present employees could expect promotions but only 6 to 15% were qualified. Employees are selected under Civil Service and open employment policies.

Private Industry

This category consisted of the supervisors of various departments at B. F. Trappey & Sons, a local canned foods manufacturer. Twenty-six to fifty percent of the employees in the departments surveyed held low level jobs. Supervisors here also indicated a greater number of employees could expect promotions if certain qualifications were met. This area had the highest percentage (25% to 50%) of supervisors hired from within. Many employees are referred by the Louisiana Department of Employment Services and all are hired under open employment policies.

Miscellaneous

This group provided responses from agency administrators, counselors and owners and managers of small businesses. This category ranked last in percentage of persons involved in low level jobs. The variety of job areas involved and the nature of the businesses surveyed attributed to the higher level of jobs in this category. Results indicated that a larger percentage of employees could expect promotions as compared to the percentage who met the qualification requirements for higher level jobs. Selection of employees varied from open employment to union jurisdiction and in some instances, included various types of testing.

Another problem expressed in the preliminary evaluation was

the ability to fill job applications. Statistics bore this out, in fact, employers indicated that almost half of the persons applying for a job have difficulty filling out an application form.

To extract useful information, different scales were necessary. Demographic questions were presented using a percentage range, attitudinal questions using an importance scale, job skill questions with an extent scale, etc.

Employers were asked to respond to the attitudinal questions in a closed choice type of response with the following range:

1. Very little importance.
2. Little importance.
3. Some importance.
4. Great importance.
5. Very great importance.

Responses were assigned corresponding numerical values for statistical purposes. Statistics represent the numerical average of responses which are listed in order similar to the survey questions. Table 1 represents employer responses to questions involving attitudinal traits. For example, survey question 8E reads, "8. How important are the following when considering a person for employment? E. Eagerness to Learn." The numerical average in the "private industry" column for 8E is 3.75 which implies that employers placed great importance upon that trait.

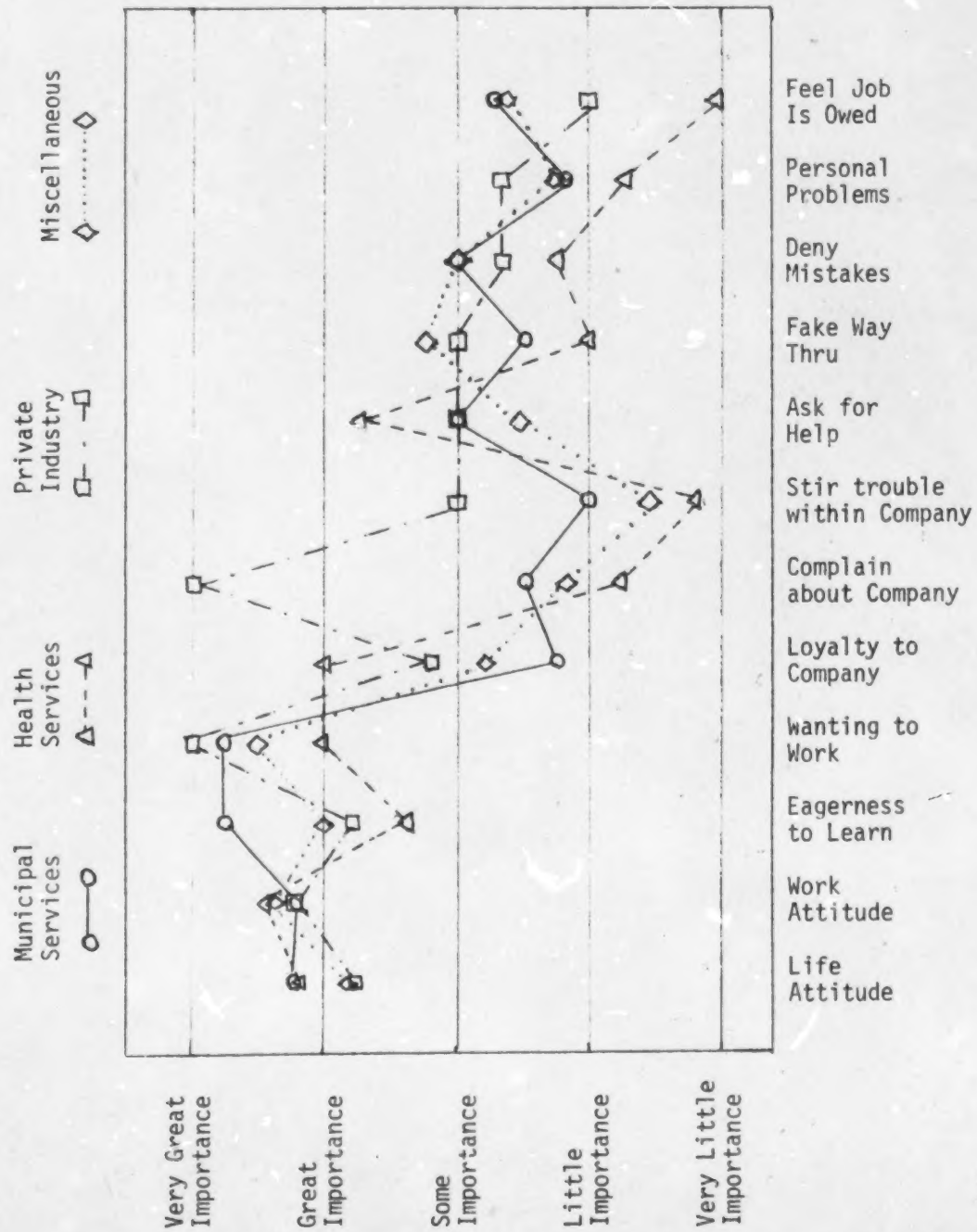
TABLE 1 ATTITUDE TRAITS

	MUNICIPAL SERVICE	HEALTH SERVICE	PRIVATE INDUSTRY	MISC.	SUMMARY
8A	4.25	4.20	3.75	3.71	3.97
8B	4.25	4.40	4.20	4.43	4.32
8E	4.75	3.40	3.75	4.00	3.97
8F	4.75	4.00	5.00	4.63	4.60
12B	2.25	4.00	3.25	2.88	3.09
14D	2.50	1.80	5.00	2.14	2.86
14E	2.00	1.20	3.00	1.50	1.93
14A	3.00	3.80	3.00	2.57	3.09
14B	2.50	2.00	3.00	3.19	2.67
14C	3.00	2.20	2.67	3.00	2.71
14F	2.25	1.80	2.67	2.29	2.25
10B	2.75	1.00	2.00	2.86	2.15

Employer's opinions varied greatly on the importance of attitudes of workers. In some instances, employers were in very close agreement and ranked some traits very highly, in other instances, the difference of opinion among the different companies ranged from very high to very low. Figure I on the following page is a graphical interpretation of Table 1 showing the range in differences among employers.

A variation of the importance scale was required to represent the employer expectations in the area of job skills. With this group of questions, employers were asked to what extent the skills affected performance on the job. Answers were ranked as follows:

Figure I IMPORTANCE OF ATTITUDE TRAITS



1. Very little extent.
2. Little extent.
3. Some extent.
4. Great extent.
5. Very great extent.

Numerical values were assigned correspondingly for statistical purposes. For example, survey question 17A reads, "17. To what extent do the following problems hinder production? A. Absenteeism." The numerical average for 17A in the "private industry" column is 4.00 which implies that absenteeism hinders production only to some extent. Table 2 presents the employer reactions to job skills questions.

TABLE 2 JOB SKILLS

	MUNICIPAL SERVICE	HEALTH SERVICE	PRIVATE INDUSTRY	MISC.	SUMMARY
17A	4.33	3.00	4.00	4.00	3.83
17B	3.00	2.20	3.50	3.63	3.08
17C	2.33	2.40	3.25	3.63	2.90
17D	4.00	2.60	3.50	3.88	3.50
17E	4.00	2.20	3.25	3.75	3.30
17F	4.00	2.60	3.25	3.88	3.43
17G	3.33	3.00	3.67	3.50	3.37
17H	3.67	2.60	3.25	3.88	3.33
17I	3.67	3.00	3.25	4.00	3.48
17J	3.67	3.40	4.25	4.00	3.83
17K	2.67	2.20	3.25	3.00	2.78
17L	3.00	2.40	3.75	3.25	3.10

Employers were more consistent in responses involving job skills. They tended to rank all job skills with very little variation. Figure II presents a graphical picture of the agreement of employers about the importance of job skills.

Most workers are expected to read, compute and record most simple job related facts and information. Academic skills involving higher level reading, writing and computation were not considered as important. Statistics for the academic skills are presented in the following tables. Mathematic skills are listed in Table 3, reading skills in Table 4, and writing skills in Table 5.

TABLE 3 MATHEMATICS SKILLS

	MUNICIPAL SERVICE	HEALTH SERVICE	PRIVATE INDUSTRY	MISC.	SUMMARY
18A	3.33	3.00	4.00	3.88	3.55
18B	2.67	2.40	3.60	3.75	3.10
18C	2.67	2.40	3.00	3.63	2.92
18D	2.67	2.20	3.00	3.38	2.81
18E	2.33	2.20	2.67	2.50	2.42
18F	2.00	1.60	1.00	2.25	1.71
18G	1.67	1.40	1.00	2.13	1.55
18H	2.00	1.00	1.25	2.00	1.56
18I	2.00	2.40	3.00	2.13	2.38
18J	1.67	2.20	2.25	2.75	2.22
18K	3.00	1.60	1.00	3.38	2.25
18L	1.33	1.20	1.00	1.25	1.20

Figure II EXTENT OF HINDERING PRODUCTION

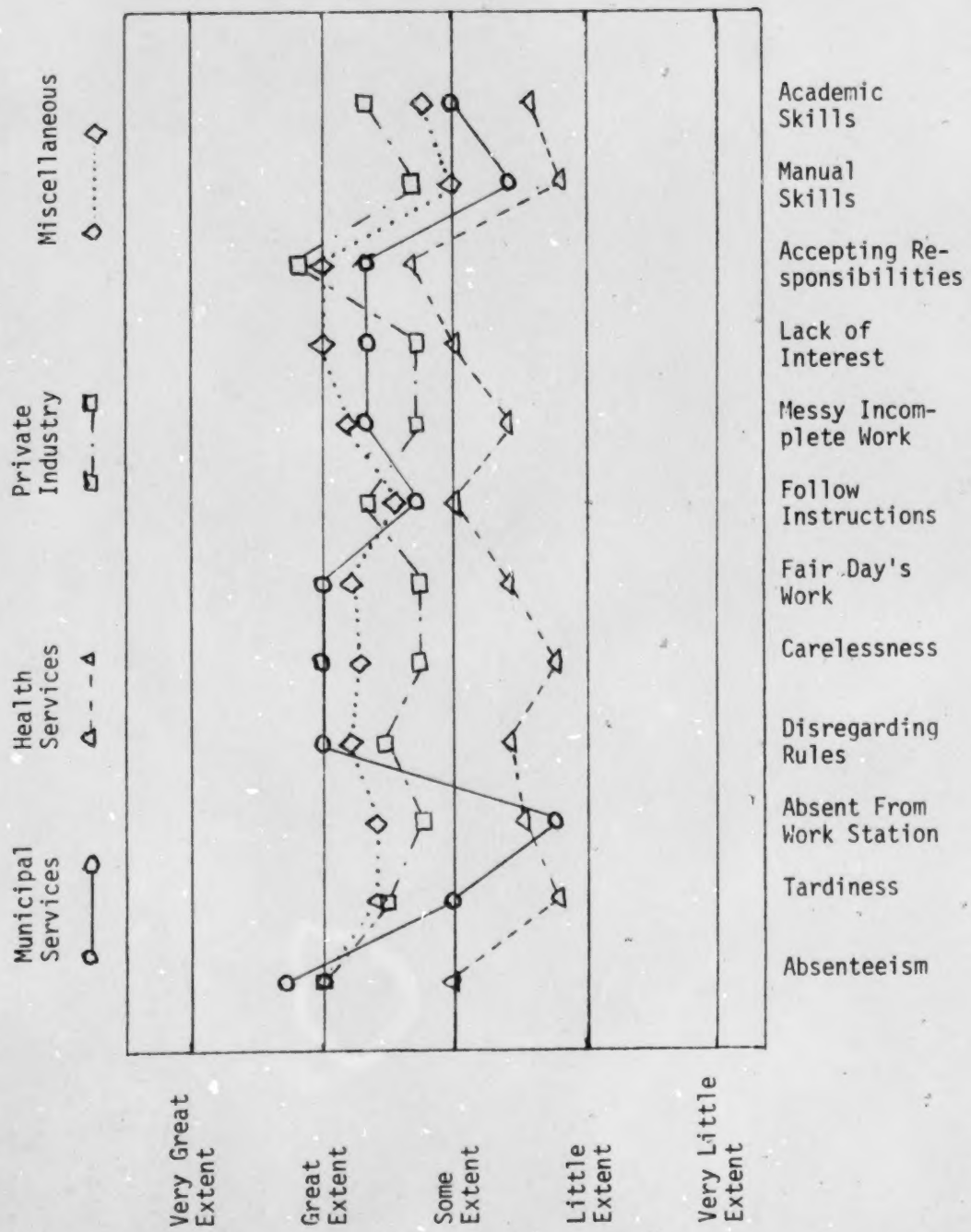


TABLE 4 READING SKILLS

	MUNICIPAL SERVICE	HEALTH SERVICE	PRIVATE INDUSTRY	MISC.	SUMMARY
19A	3.67	3.40	4.00	4.25	3.83
19B	3.67	3.40	4.40	4.25	3.93
19C	3.67	4.00	4.25	4.50	4.11
19D	3.67	3.60	4.50	4.63	4.10
19E	2.00	2.80	2.67	3.00	2.61
19F	2.33	2.80	3.33	3.88	3.09
19G	1.67	1.80	1.67	3.00	2.03
19H	1.67	1.80	2.26	3.50	2.31
19I	1.67	2.20	2.67	3.13	2.42
19J	1.33	2.00	2.67	3.50	2.37
19K	1.33	1.60	1.67	2.88	2.12
19L	1.67	1.00	1.67	2.13	1.62

Academic skills were represented with an importance scale. Employers indicated a tendency to rank higher order academic skills with less importance except when specifically related to job areas such as job reports, account forms, and cost analysis. These tendencies are represented graphically in Figures III, IV, and V. Surprisingly, employers tended to place more importance on basic reading and writing skills than on math skills as indicated in Figure VI.

TABLE 5 WRITING SKILLS

	MUNICIPAL SERVICE	HEALTH SERVICE	PRIVATE INDUSTRY	MISC.	SUMMARY
20A	4.00	3.60	3.33	4.25	3.79
20B	4.00	3.80	3.33	3.88	3.75
20C	4.33	4.00	3.75	4.63	4.17
20D	4.00	3.80	3.00	3.86	3.67
20E	3.00	3.20	2.50	3.57	3.32
20F	3.33	2.20	1.50	3.57	2.65
20G	3.00	1.80	2.50	3.57	2.72
20H	1.67	1.40	1.50	2.86	1.86
20I	2.00	2.60	3.33	3.00	2.73
20J	2.67	2.20	3.33	3.71	2.98
20K	1.00	1.00	1.00	1.71	1.18
20L	1.00	1.00	2.00	1.57	1.64

Figure III IMPORTANCE OF MATH SKILLS

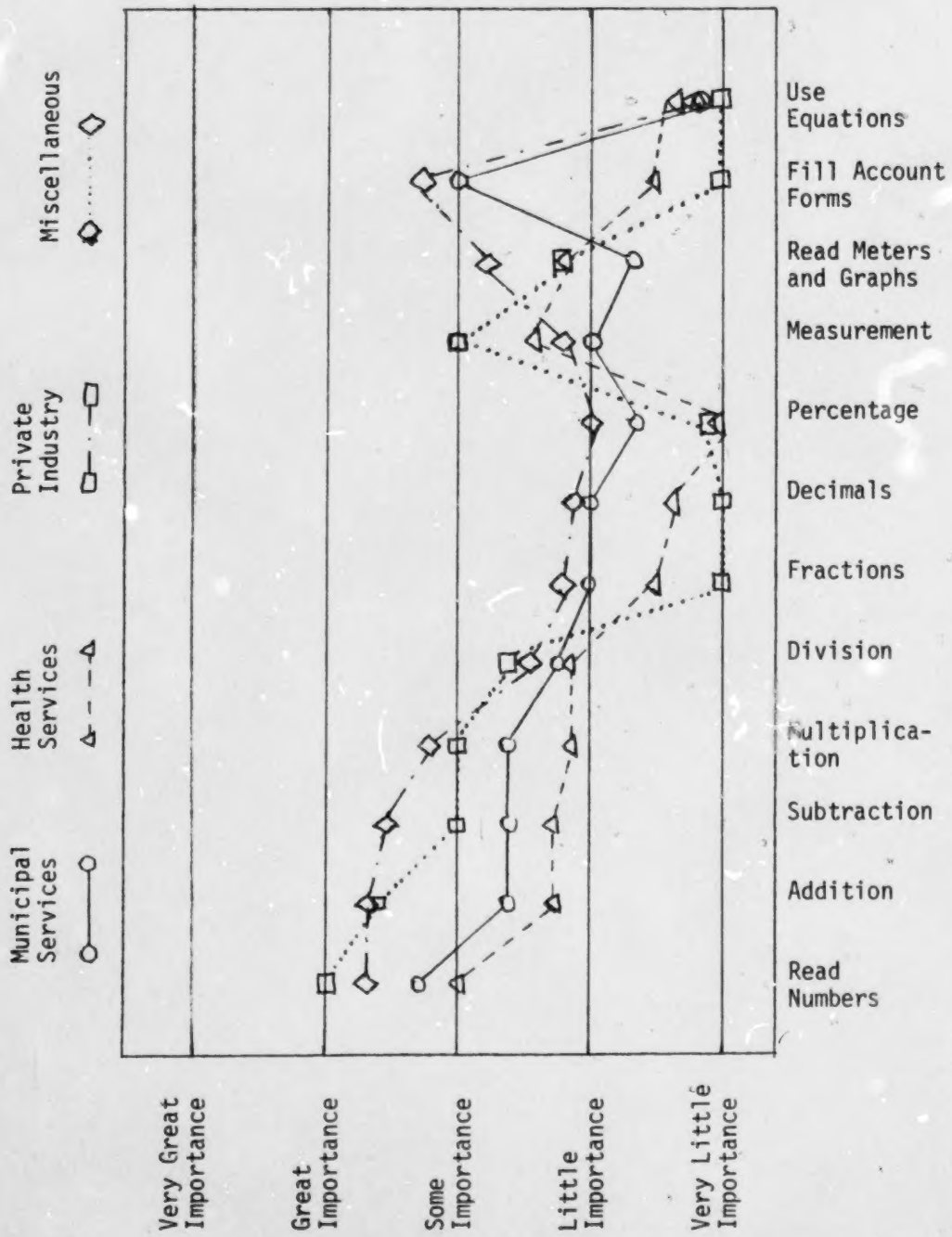


Figure IV IMPORTANCE OF READING SKILLS

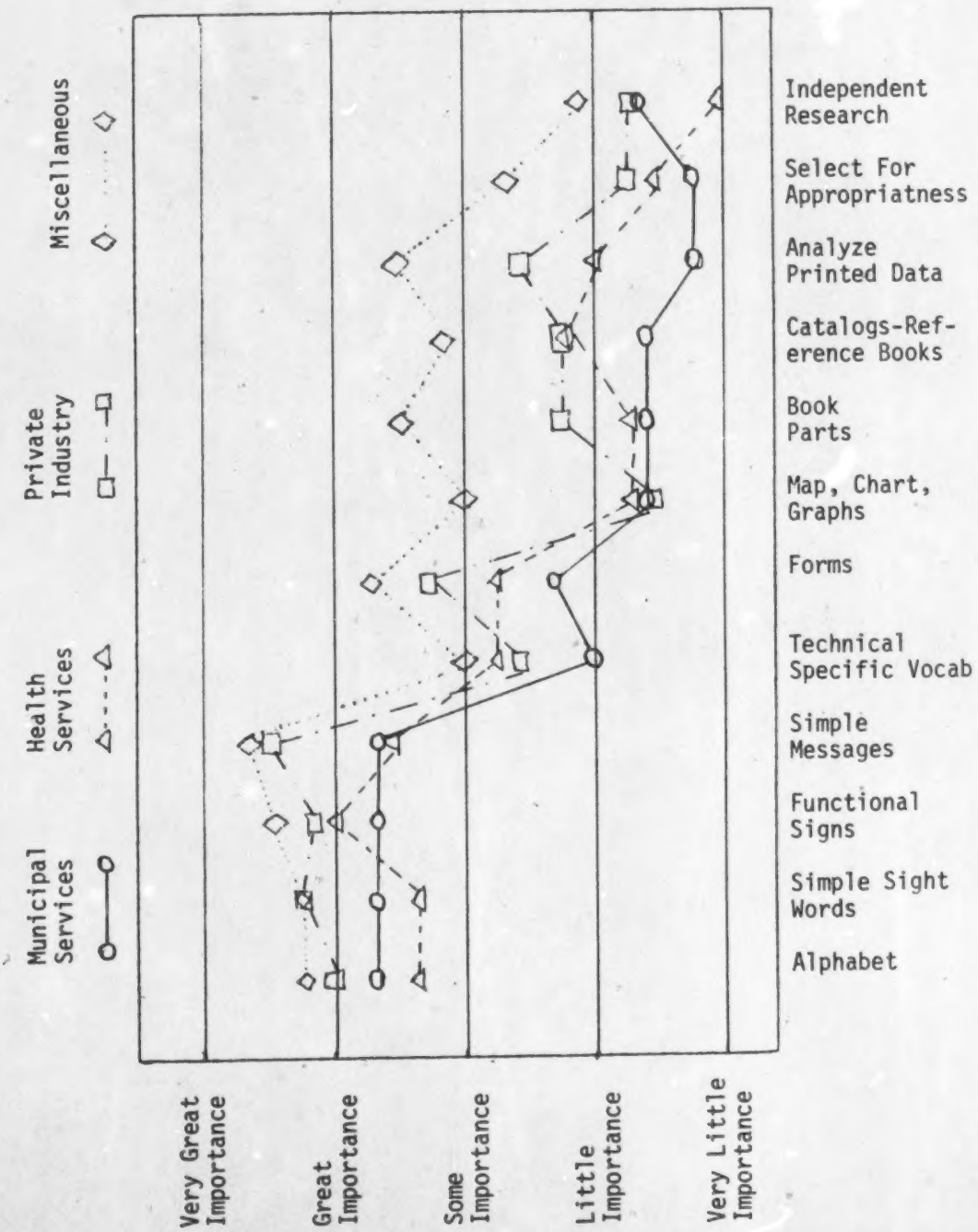


Figure V IMPORTANCE OF WRITING SKILLS

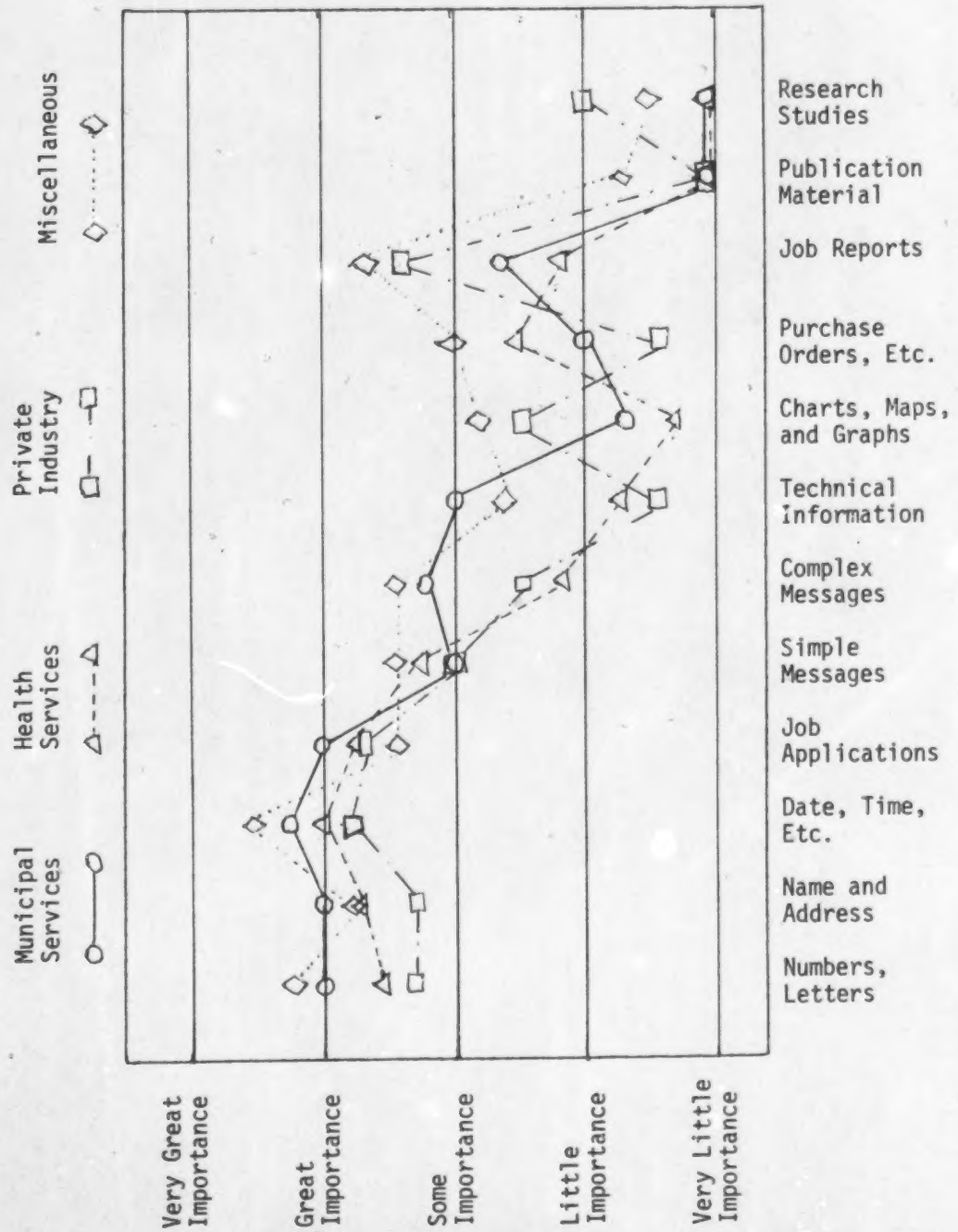
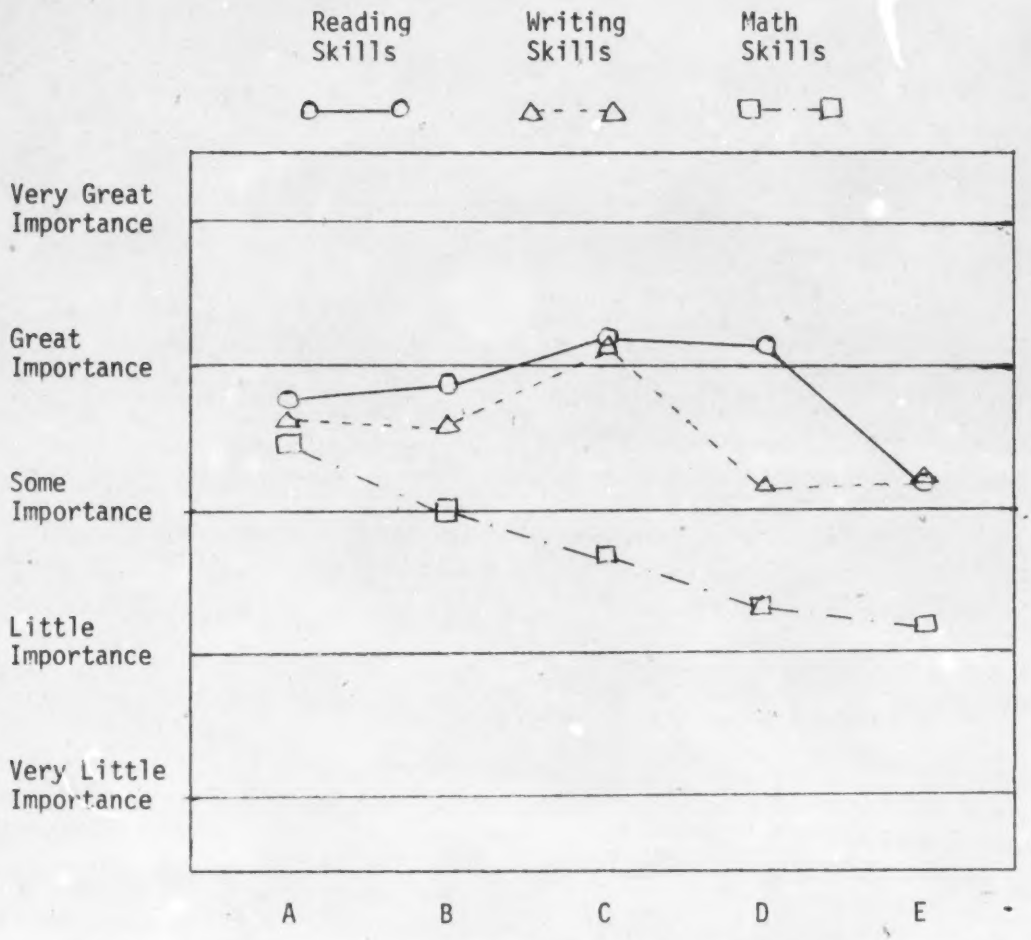


Figure VI

IMPORTANCE OF BASIC
ACADEMIC SKILLS FOR CAREERS



Reading Skills

A. Reading the Alphabet
B. Simple Sight Words
C. Functional Signs
D. Simple Messages
E. Job Related Forms

Writing Skills

A. Letters, Numbers
B. Name, Address, etc.
C. Basic Information, Date, Time, etc.
D. Simple Messages
E. Job Applications and Forms

Math Skills

A. Reading Numbers
B. Addition-Subtraction
C. Multiplication-Division
D. Measurements
E. Reading Meters and Filling Out Forms

SUMMARY AND CONCLUSION

Project "Apple Core" has generated much interest in cooperative educational programs because of the large percentage of adults in Louisiana with an inadequate education. By relating education to routine tasks performed by workers, many avenues for development of new skills are possible. Opportunities for more gainful employment are always present on most jobs and certain increases in competence may help prepare a worker for advancement possibilities which were impossible without such skills.

In an attempt to determine which skills were considered important by employers, many interesting facts were discovered. Demographic statistics revealed a large number of employees with a low level of education. Almost all employers feel that certain employees would make excellent supervisors if they could meet certain qualifications i.e.: fill out forms, progress reports, and cost analysis sheets.

Results of the survey signify that basic academic skills were necessary to retain and advance in employment. Higher order academic skills tend to be more important to employers when a relevant skill is associated with a particular job task. Another significant fact revealed by the survey was that employers placed more emphasis on basic reading and writing skills than on math skills.

Opinions varied greatly in the area of attitudes of workers but a good attitude toward life and work and the willingness to work

were ranked very highly and consistently by all supervisors. The varience of opinion may be attributed to several factors including the nature of work and educational level of employees.

Occupational skills were ranked more uniformly than any other skills, implying that regardless of the position or the nature of the job, the work must be done. Statistics showed that many present employees are capable of doing the job in higher positions but cannot meet the requirements for one reason or another.

This survey can only form a base upon which to provide the framework for developing a career-related adult education curriculum. The findings suggest that producing functionally competent adults should be the goal of cooperative adult and regular adult programs. Educators should consider the statistics when developing curricular and should try to relate class work to the functional needs of workers. The effects of relating instruction to employment tasks are not immediate but retention and enthusiasm are improved as students become more involved.

Basic reading and writing skills can be taught more effectively by using forms or applications related to different occupations. Mathematics problems should be oriented to the world of work and many higher order skills can be simplified and explained in a manner which could allow a worker to reorganize work habits and become more efficient on the job. A career-oriented adult education program should devote a part of instruction to development of positive work attitudes and interpersonal skills. Many of the skills perceived by employers as important to get along on the job have been identified as performance indicators in the Adult Performance

Level Study. This implies that educational practices in the areas of basic education for adult life and training for a career should be geared to developing functional competencies.

The effort to determine competency levels for low level employees has been incorporated in a cooperative survey to be administered by the Lafayette Chamber of Commerce. The goal of this parish survey is to determine which job openings will emerge in the future in all areas of employment from totally unskilled to professional. Results of this survey are to be used to help local educational and employment institutions prepare not only adults but high school and college students to enter the work world with relevant salable skills.

Other findings such as the concern of employers over reading and writing rather than math skills and the great variance of opinion about attitudinal traits could be further investigated and may prove to be of value in upgrading functional illiterates in Louisiana.

Traditionally, Louisiana has been on the bottom of the totem pole of States in the area of educational attainment. In an effort to alleviate this problem, the Lafayette Parish Adult Education Program has turned to Career Education to help adults meet the pragmatic requirements of the world of work. Using a survey to determine levels of competencies required for low skill level jobs, the staff of Project "Apple Core" has produced data which contains implications for development of career-related curriculum for adult education programs. These results can have an impact on educational practice in adult education and can form a base of information upon which to build an educational system more responsive to the needs of both employers and their employees.

BIBLIOGRAPHY

Adult Functional Competency: A Summary. (The University of Texas at Austin, March 1973).

Area Manpower Review. (Lafayette, Louisiana: Louisiana Department of Employment Security, September 1974).

1970 Census of Population, General, Social and Economic Characteristics, Louisiana. (Washington, D.C.: U. S. Government Printing Office, 1972).

Digest of Educational Statistics. (Washington, D.C.: United States Government Printing Office, 1972).

Educational Attainment in Louisiana. PAR Analysis No. 188 (Baton Rouge: Public Affairs Research Council, February 1973).

Industry Rates Louisiana. (Baton Rouge: Public Affairs Research Council, March 1971).

Job Survival Skills. (Chicago, Illinois: Society for Visual Education, 1973).

Louisiana Adult Education Staff Development Project. (Lafayette, Louisiana: University of Southwestern Louisiana, 1974).

Meno, Marie. Statistics of Louisiana's Adult Education Programs, Bulletin No. 1222 (Baton Rouge: Louisiana State Department of Education, 1973).

Taylor, J. C. and Bowers, D. G. Survey of Organization (Ann Arbor, Michigan: Malloy Lithographing, Inc., 1972).

APPENDIX A

PROJECT APPLE CORE

EMPLOYER SURVEY

The employer survey is being administered to plant managers, personnel directors, department heads, and others employed in supervisory positions in the Lafayette area. It is an effort to determine competency levels necessary for employees to function effectively in various career situations. Your cooperation will be of valuable assistance in determining relevant educational programs for employees of this area.

DIRECTIONS

Please mark all answers on this questionnaire. Space is provided on the answer sheets for all responses. Any additional remarks may be written on the reverse side of the last answer sheet. Read all questions carefully and mark each response in its appropriate space.

DEPARTMENT SIZE

Approximately _____ employees are involved in jobs which fall within this supervisory area.

EMPLOYER SURVEY

	Less than 5%	6 to 15%	16 to 25%	26 to 50%	More than 50%
1. What percentage of employees in this department work at a low skill level job?	(1)	(2)	(3)	(4)	(5)
2. What percentage of employees can expect promotion?	(1)	(2)	(3)	(4)	(5)
3. What percentage of present employees do you believe have the qualifications except for experience necessary for promotions?	(1)	(2)	(3)	(4)	(5)
4. What percentage of supervisors working now were promoted from within?	(1)	(2)	(3)	(4)	(5)
5. What percentage of employees in this department are satisfied to be in a job without the possibility of promotion?	(1)	(2)	(3)	(4)	(5)
6. What percentage of employees have difficulty in filling out an application?	(1)	(2)	(3)	(4)	(5)

7. Jobs here come under:

   (1) Union jurisdiction

   (2) Civil service

   (3) Employee organizations

   (4) Open employment policy

   (5) Other

8. How important are the following in considering a person for employment:	Very little importance	Little importance	Some importance	Great importance	Very great importance
A. Display of good attitude toward life	(1)	(2)	(3)	(4)	(5)
B. Display of good attitude toward work	(1)	(2)	(3)	(4)	(5)
C. Basic academic skills (Reading, Mathematics)	(1)	(2)	(3)	(4)	(5)
D. Simple manual skills	(1)	(2)	(3)	(4)	(5)
E. Eagerness to learn	(1)	(2)	(3)	(4)	(5)
F. Wanting to work	(1)	(2)	(3)	(4)	(5)
G. Ability to learn complex skills.	(1)	(2)	(3)	(4)	(5)

9. Employee orientation to the first days on the job is:

(1) Nearly impossible

(2) Have many problems

(3) Have some problems

(4) Have few problems

(5) Adapt very easily

10. To what extent do the following affect an employees orientation to the job:	Very little extent	Little extent	Some extent	Great extent	Very great extent
A. Lack basic understanding of employer expectations	(1)	(2)	(3)	(4)	(5)
B. Feel that the job is "owed" to them.	(1)	(2)	(3)	(4)	(5)
C. Lack of performance skills	(1)	(2)	(3)	(4)	(5)
D. Inability to concentrate while receiving instructions	(1)	(2)	(3)	(4)	(5)
E. Hazing by other employees because new employee is a "green horn"	(1)	(2)	(3)	(4)	(5)

11. Most new employees:

(1) Resent authority

(2) Have a difficult time adjusting to authority

(3) Cooperate begrudgingly

(4) Understand the need for supervision

(5) Cooperate unquestioningly

12. To what extent do most new employees understand:	Very little extent	Little extent	Some extent	Great extent	Very great extent
A. What is expected during a days work	(1)	(2)	(3)	(4)	(5)
B. Loyalty to the company	(1)	(2)	(3)	(4)	(5)
C. What is necessary for a business to operate	(1)	(2)	(3)	(4)	(5)
D. The relationship of government to business	(1)	(2)	(3)	(4)	(5)
E. The group as a whole is responsible for production - "The teamwork concept"	(1)	(2)	(3)	(4)	(5)
F. The necessity of good health	(1)	(2)	(3)	(4)	(5)
G. The importance of following safety regulations	(1)	(2)	(3)	(4)	(5)

13. Most new employees:

(1) Must be watched continuously to get any work done.

(2) Must be pushed into work

(3) Will wait until commanded to work

(4) Are eager to begin work

(5) Seek more work upon completion of a job

14. To what extent to new employees:	Very little extent	Little extent	Some extent	Great extent	Very great extent
A. Admit lack of knowledge and ask for help	(1)	(2)	(3)	(4)	(5)
B. Try to fake their way through	(1)	(2)	(3)	(4)	(5)
C. Deny mistakes or rationalize	(1)	(2)	(3)	(4)	(5)
D. Complain about the company	(1)	(2)	(3)	(4)	(5)
E. Try to stir up trouble within the company	(1)	(2)	(3)	(4)	(5)
F. Bring personal problems to work	(1)	(2)	(3)	(4)	(5)

15. To what extent do the following personal problems hinder an employee 's work potential:					
A. Marital problems	(1)	(2)	(3)	(4)	(5)
B. Lack of maturity	(1)	(2)	(3)	(4)	(5)
C. Lack of self assurance	(1)	(2)	(3)	(4)	(5)
D. Alcohol or drugs	(1)	(2)	(3)	(4)	(5)

16. Most employees see the job here as:

(1) Temporary

(2) Short term to gain experience

(3) Stepping stone to better job

(4) Permanent because of economic conditions

(5) Permanent and satisfactory

17. To what extent do the following problems hinder production?	Very little extent	Little extent	Some extent	Great extent	Very great extent
A. Absenteism	(1)	(2)	(3)	(4)	(5)
B. Tardiness	(1)	(2)	(3)	(4)	(5)
C. Absent from work station	(1)	(2)	(3)	(4)	(5)
D. Disregarding rules	(1)	(2)	(3)	(4)	(5)
E. Carelessness	(1)	(2)	(3)	(4)	(5)
F. Not giving a fair days work	(1)	(2)	(3)	(4)	(5)
G. Inability to follow instructions	(1)	(2)	(3)	(4)	(5)
H. Doing messy or incomplete work	(1)	(2)	(3)	(4)	(5)
I. Lack of interest in work	(1)	(2)	(3)	(4)	(5)
J. Inability to accept responsibility	(1)	(2)	(3)	(4)	(5)
K. Lack of manual skills	(1)	(2)	(3)	(4)	(5)
L. Lack of academic skills	(1)	(2)	(3)	(4)	(5)

Please list additional problems not mentioned

_____

_____

18. Of what importance are the following mathematical skills in this department: The employees in this department should be able to:	Very little importance	Little importance	Some importance	Great importance	Very great importance
A. Read two and three digit whole numbers	(1)	(2)	(3)	(4)	(5)
B. Add two and three digit whole numbers	(1)	(2)	(3)	(4)	(5)
C. Subtract two and three digit whole numbers	(1)	(2)	(3)	(4)	(5)
D. Multiply two and three digit whole numbers	(1)	(2)	(3)	(4)	(5)
E. Divide two and three digit whole numbers	(1)	(2)	(3)	(4)	(5)
F. Do arithmetic with fractions and mixed numbers	(1)	(2)	(3)	(4)	(5)

	Very little importance	Little importance	Some importance	Great importance	Very great importance
G. Do arithmetic with decimal numbers	(1)	(2)	(3)	(4)	(5)
H. Use % in solving problems	(1)	(2)	(3)	(4)	(5)
I. Work measurement problems	(1)	(2)	(3)	(4)	(5)
J. Read meters or graphs	(1)	(2)	(3)	(4)	(5)
K. Fill out account forms	(1)	(2)	(3)	(4)	(5)
L. Use equations to solve problems	(1)	(2)	(3)	(4)	(5)

Please list additional skills not mentioned

_____

_____

_____

_____

19. Of what importance are the following reading skills in this department.

The employees in this department should be able to:

	Very little importance	Little importance	Some importance	Great importance	Very great importance
A. Recognize alphabet and know alphabetical order	(1)	(2)	(3)	(4)	(5)
B. Read simple sight words such as name, date, hours, total, etc.	(1)	(2)	(3)	(4)	(5)
C. Read functional signs such as LOADING ZONE, PRIVATE EXIT ONLY, HIGH VOLTAGE.	(1)	(2)	(3)	(4)	(5)
D. Read and interpret simple messages and written instructions.	(1)	(2)	(3)	(4)	(5)

	Very little importance	Little importance	Some importance	Great importance	Very great importance
E. Read technical vocabulary terms specific to his job area	(1)	(2)	(3)	(4)	(5)
F. Read and interpret forms such as application forms, requests for purchase, department memos, worksheets, questionnaires.	(1)	(2)	(3)	(4)	(5)
G. Read and interpret maps, charts, graphs, outlines.	(1)	(2)	(3)	(4)	(5)
H. Know and use book parts such as Table of Contents, Index, Glossary.	(1)	(2)	(3)	(4)	(5)
I. Locate and read information from catalogs, reference books, monographs.	(1)	(2)	(3)	(4)	(5)
J. Analyze and interpret printed data.	(1)	(2)	(3)	(4)	(5)
K. Select and evaluate printed material in terms of appropriateness, accuracy, purpose, and implications.	(1)	(2)	(3)	(4)	(5)
L. Conduct independent research.	(1)	(2)	(3)	(4)	(5)

Please list additional reading skills not mentioned.

_____

_____

_____

_____

20. Of what importance are the following writing skills. The employees in this department should be able to:	Very little importance	Little importance	Some importance	Great importance	Very great importance
A. Write numbers and the letters of the alphabet.	(1)	(2)	(3)	(4)	(5)
B. Record their name, address, and telephone number.	(1)	(2)	(3)	(4)	(5)
C. Record simple basic information such as date, hours worked, totals, etc.	(1)	(2)	(3)	(4)	(5)

		Very little importance	Little importance	Some importance	Great importance	Very great importance
D.	Fill in basic job application forms.	(1)	(2)	(3)	(4)	(5)
E.	Write simple telephone messages or instructions of one or two sentences.	(1)	(2)	(3)	(4)	(5)
F.	Write messages or instructions of one or more paragraphs.	(1)	(2)	(3)	(4)	(5)
G.	Record technical information specific to their job area	(1)	(2)	(3)	(4)	(5)
H.	Draw and record information on charts, maps, graphs, and outlines.	(1)	(2)	(3)	(4)	(5)
I.	Fill in forms such as requests for purchase, department memos, worksheets, accident reports, etc.	(1)	(2)	(3)	(4)	(5)
J.	Compile and submit written reports on job related matters.	(1)	(2)	(3)	(4)	(5)
K.	Write original or creative material for advertisement or publication.	(1)	(2)	(3)	(4)	(5)
L.	Submit written research studies in areas of need such as increasing job efficiency, working conditions, costs, etc.	(1)	(2)	(3)	(4)	(5)

Please list additional writing skills not listed above.

_____

_____

_____

_____